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## NEWS AND NOTES

### MORE OF SIMPLIFIED SPELLING

On March 24, 1913, the Simplified Spelling Board issued a fourth list of recommended spellings. A part of the circular is reproduced herewith. Those who wish further information may address 1 Madison Ave., New York City. All the publications of the Board except the periodical *Bulletin* are free.

The Simplified Spelling Board, with the approval of its Advisory Council, now recommends the additional simplifications of spelling contained in the following Fourth List.

The First List (the Three Hundred Words), published in 1906 (latest ed. 1907, Circular No. 15), was not a list of newly simplified forms, but a selection of simpler forms already in good use—namely, in three hundred out of more than three thousand words at that time commonly spelled in two or more ways. It was, in the greater part, a selection of the spellings preferred and used by the three principal American dictionaries, and already in majority use throughout the United States.

The Second List, published on January 29, 1908 (Circular No. 18), contained a considerable number of simplified spellings that might be called 'innovations.' But the simplified forms it contained were strictly in accord with the existing rules and analogies of English spelling, and were for the most part restorations of simplifications formerly in high literary use. No new rule or analogy, and therefore, no real innovation, was introduced.

The wide acceptance of the Three Hundred Words and of the Second List made it desirable to publish a more extensive list, including classes of words in which regulation was much demanded and could not be postponed. Accordingly the Board, with the approval of the Advisory Council, published the Third List, January 25, 1909 (Circular No. 22). The three lists were then put together in one Alphabetical List, and published March 6, 1909 (Circular No. 23).

These lists have been circulated in several hundred thousand copies, and have been in effect a supplementary spelling-book or orthographic dictionary for more than one hundred thousand persons. They have also been used by many business firms and corporations, who have instructed or permitted their clerks to use these simplified forms, or some of them, in their correspondence.

After publishing the Third List, the Board thought it would be well to withhold further recommendations until the practice of simplified spelling should spread more widely, and until the agitation in Great Britain and Canada should gain strength. Meantime, the Executive Committee, in cooperation with the members of the Board and the Advisory Council, undertook the formation of a provisional Vocabulary of Simplified Spellings, intended to

include all the ordinary words of the English language that admit any simplification of spelling, according to the existing rules and analogies, and without increasing the present alphabet. The Vocabulary was formed; it has been repeatedly revised; and it is in condition to be published, when it shall appear that the supporters of the general cause are ready to accept it.

In preparation for the future it has appeared desirable to publish now a Fourth List of simplifications, which shall remove many minor irregularities and thus clear the ground for the work that remains to be done.

When the simplified forms of this Fourth List are printed in one alphabetic order with the preceding alphabetic List (No. 23), the combined list will then form an important part of the proposed Vocabulary of Simplified Spellings, and will afford a large basis of agreement and adjustment among the bodies now engaged in the promotion of the general cause.

It should be distinctly understood that the proposed Vocabulary of Simplified Spellings can not present a complete and final rationalization of English spelling. Before that can be done, there must be a definite decision upon the alphabetic question. Meanwhile, however, much can be done with the alphabet as it is, with the rules and analogies as they are. We can define the limits of 'simplified spelling,' not for all time, but for the immediate future. We have drawn the minimum limits. By this Fourth List we extend the limits, not very far, but safely and surely. Some striking changes are made; but, for the most part, they are changes that most persons have recognized as at least theoretically desirable. The most determined opponents of simplified spelling have to admit that *k* is silent in *knack*, *knock*, and *knot*; that the *w* is silent in *wrath*, *wreath*, and *wrong*; that the final *d* is pronounced *t* in *advanced*, *danced*, *convinced*, etc.; and that the *gh* is pronounced *f* in *rough*, *tough*, *cough*, *trough*, etc. That is to say, the opponents of improved spelling admit the bad conditions; they simply object to the improvement of those conditions.

In considering these new spellings, do not be too much influenced by the 'odd' appearance of the word. Any change must look odd at first. Consider, rather whether the change would bring a real gain, if the public should accept it. Consider whether the change is in the right direction—the direction of simplicity, economy, regularity, reason.

Consider also whether you have had much personal experience of simplified spelling upon which to base a judgment. Those persons who have actually used, in their publications, or in the circulars and catalogs of the institutions which they control, all the simplified forms recommended by the Board, have not reported any case of failure, or any serious opposition. Are you sure that you would be opposed? Are you sure that you would be defeated? They who try are apt to win.

In publishing this Fourth List, the Simplified Spelling Board and its Advisory Council and the many thousand professors, teachers, superintendents, clergymen, lawyers, physicians, and other supporters for whom they speak, declare their desire to bring about an improvement in English spelling, in this

way, in these words, here and now. Many of these influential persons will be using these new spellings the rest of their lives. Some of them have been using these spellings for years. And allowing for the necessary, and indeed desirable, proportion of criticism and doubt which always accompanies new proposals, we may say that this great body of educated men and women, no matter in what degree they use the simplified spellings themselves, will hereafter advise teachers to teach and children to use these new spellings.

It matters not that the use of new spellings will be, in many cases, intermittent and variable. It is so in the application of all new ideas. It is no more important that any one shall be unvarying in his use of new spellings than in his use of old spellings. In a period of new action, uniformity is not to be expected or desired. Reform is not routine; and even in the routine of daily life it is variation that gives interest and life to the routine.

It will be seen that some of these proposals, like previous proposals, involve a simplification of only a part of a word, as of a suffix at the end of many hundred words which may contain in the middle various irrational digraphs or anomalous combinations of letters that can not, in the present state of opinion, be altered with any prospect of success.

To keep within limits, the rules and comments are brief, and the larger classes of words are represented only by characteristic examples. Let it be understood that the Board is prepared to state all the reasons, historic, filologic, and educational, for each rule, to give full lists of the words affected, and to cite authority for all the statements of fact. Any inquirer may get information by asking for it.

If no rule is found referring to a particular class of words, it will be understood that words of this class have been included in the rules of simplification heretofore adopted by the Board and are entered in the combined Alfabetic List (March, 1909), or else have not yet been simplified. The classes not yet acted upon constitute the problems of the future. But in the mean time certain undoubted simplifications which do not fall under the general rules, but which have been approved by the Board in the course of discussion, may be used without hesitation. Such are: Anser, frend, morgage, yoman, for *answer, friend, mortgage, yeoman*. Indeed, no discreet friend of progress need hesitate now to use other simplifications that are obviously in accord with the general policy of the Board.

All the rules for simplification herein or heretofore recommended by the Board are applied in this circular wherever the words affected occur. It will be seen that the rules, even when thus fully applied, do not greatly alter the appearance of the page. Let the reader judge whether these paragraphs cause for him any difficulty.

#### ONE HUNDRED SPECIMEN WORDS IN SIMPLIFIED SPELLING

This List of One Hundred Specimen Words in Simplified Spelling is printed by the Simplified Spelling Board for the use of those persons who wish to have at hand a short list of typical simplified forms.

activ	discust	honor	shipt
address	dout	iland	slipt
alfabet	draft	imagin	spred
altho	dred	imprest	stedfast
anser	drest	insted	stopt
ar	dropt	kild	sulfur
askt	dum	leag	surprize
bild	endorst	liv	taxt
building	engin	medicin	telephone
bredth	enuf	medieval	telegraf
brekfast	examin	nativ	theater
brest	exprest	notis	tho
campain	fantom	offis	thoro
catalog	favorit	orderd	thred
center	fixt	paragraf	thru
cifer	fonograf	plow	til
clipt	fotograf	practis	tred
confest	fulfil	program	tuch
crost	gard	relativ	tuf
crusht	gardian	resolv	tung
curv	giv	rime	washt
ded	hav	ruf	wel
definit	hed	serv	welth
deserv	helpt	servis	wil
det	helth	shal	yung

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#### VARIOUS COMMITTEES

The interests of the National Council of Teachers of English continue to deepen and multiply, as evidenced by the organization of new committees and the extension of the work of those already established. Walter Barnes, assistant principal and teacher of English in the normal school at Glenville, W. Va., has undertaken to direct the work of a committee on English in the country schools. His articles on this topic have been running for some months in several of the state educational journals and must be exceedingly suggestive.

A committee on plays for schools and colleges is in process of organization. There is a rapidly growing demand for information as to the use of acting plays, the writing of plays, the study of recent plays, etc., both in colleges and in schools. It will be the mission of this committee to gather up and make available, through the *English Journal*, the experience of teachers in different parts of the country. The co-operation of

other organizations and of playwrights, actors, and critics will be sought. Suggestions for the committee may be addressed to the *English Journal*.

A report on the preparation of teachers of English will be compiled by the committee of which Franklin T. Baker, of Teachers College, Columbia University, is chairman. Professor Baker's article in this number of the *Journal*, which is a résumé of his address before the Council at the recent Philadelphia meeting, will indicate some of the questions with which the committee has to deal. In this connection it should be announced that the New England Association of Teachers of English has appointed a committee to report on this same topic; also that the Committee on the Preparation of College Teachers of English which was authorized by the Modern Language Association has been accepted by the National Council and will have the co-operation of that body. The membership of this committee has been completed by the addition of John M. Clapp, professor of English in Lake Forest College, Ashley H. Thorndike, executive secretary of the department of English in Columbia University, and John L. Lowes, head of the department of English in Washington University, St. Louis.

The Joint Committee on an English Syllabus has been divided into subcommittees for the purpose of developing the details of the different parts of the English course. The chairmen of these subcommittees are as follows: on Oral English, E. W. Smith, Hamilton, N.Y.; on Composition Projects in Grades Seven to Nine, C. W. Evans, East Orange, N.J.; on Composition Projects in Grades Ten to Twelve, Mae McKittrick, Cleveland, Ohio; on Choice of Literature for Grades Seven to Nine, R. T. Congdon, Albany, N.Y.; on Choice of Literature for Grades Ten to Twelve, C. S. Thomas, Newtonville, Mass.; on Attainment at the End of the Sixth Grade, E. T. Reed, Corvallis, Ore. A preliminary report, setting forth the general plan of the committee and the problems which it is attempting to work out, will be made to the English Round Table of the National Education Association at Salt Lake City in July.

The Committee on the Labor and Cost of Composition Teaching has been enlarged and the scope of its work extended so as to include elementary schools. A final report with regard to high schools has recently been published and may be obtained for six cents postpaid of the Department of Journalism Press, University of Kansas, Lawrence, Kan. This is a significant document and should be placed in the hands of school officials everywhere. The concluding paragraphs are in part as follows:

First, and most conclusively established, the initial step toward increasing the efficiency of English composition teaching, the one thing that is essential in all cases, whatever else may prove to be necessary, is to reduce the average number of pupils assigned to English composition teachers in all schools to a proper laboratory standard. The reason why this reduction is the initial step toward higher efficiency, and in all cases the essential step, is because, no matter how favorable other conditions may be, without this reduction high efficiency is a physical impossibility.

Second, the cost of taking this step will not be prohibitive; it will merely give English composition, adjudged the most important of all laboratory subjects, its proper place among such subjects in the school budget, as any scientific system of standardization must do. Now it stands at the very bottom, worst paid and worst equipped of all, if not the last considered, relegated to the company of textbook subjects and without financial honor even among them. Full recognition will not make it the most expensive subject, because it requires, not elaborate buildings and apparatus, but merely an adequate supply of books and teachers, with simple illustrative material.

Third, after this step is taken, others may then prove to be necessary in some cases: such as (a) the standardizing of the preparation and the skill of English teachers; (b) the determining of the relative efficiency of various methods under varying conditions, as for instance of oral and written training; (c) the establishing of the definite and required co-operation of other teachers with English teachers; and (d) the co-ordinating of the English work of all schools from the lowest to the highest. But with the present average assignment of pupils, it is established that the best teacher using the best methods cannot secure high efficiency, except by overwork with its inevitable results, and even thus for a limited period only. It may for emphasis be repeated that the thing that chiefly matters in the teaching of English composition is not the number or the size of individual classes, but as in any other laboratory subject, the total number of students assigned to a teacher; though incidentally within certain limits smaller classes are preferable to larger ones, even for efficient teachers.

In the progress of the investigation, further details appear to be sanctioned by the opinions of a majority of teachers reporting. For instance, in secondary schools English schedule time should be about equally divided between literature and composition, both subjects preferably taught by the same teacher to the same pupils. A prevailing practice is to give composition two days a week and literature three; but exceptions are numerous. Laboratory practice, it is said, should be about equally divided between oral and written work; not necessarily both in the same week, but with a certain weekly average minimum of written work. Composition sections should not exceed 20 students each, and a smaller number is preferable, especially in oral training. Ample time should be provided for private personal conference between instructor and pupils, for both oral and written work, all counted and paid for as teaching time,

thus greatly lessening the necessity and labor of theme correcting, and increasing efficiency by a ratio greatly exceeding the necessary increase in cost.

Without enumerating other topics which necessarily will be fully and authoritatively covered in the forthcoming report of the National Education Association committee, it will be noted that even the few points stated raise further questions of the utmost importance, to which answers cannot be found too soon. Perhaps the most pressing of these is the question as to the relative time necessary in oral and written training respectively to obtain fairly equivalent results in each. Each serves its own ends, and neither can be replaced by the other, but each aids the other in certain respects. This question has a most important bearing upon the problems of labor and cost discussed in this report. So far as it can be answered by a consensus of opinion, the answer is almost unanimous that oral training takes more time, while of course greatly lessening the burden of theme correction. English teachers' associations in two states are now making a special study of this problem; in one instance making a comparative study of the conditions as they are found, and in the other conducting a carefully organized experimental test. A fairly definite and conclusive answer may therefore be expected within a reasonable time.

Another question that must sometime be answered, and the sooner the better, is that relating to the feasibility of requiring the co-operation in all schools of all other teachers with the teachers of English, and the nature of the results that may be expected. It seems plausible if not indeed probable that after establishing ideal conditions of efficiency in the English classroom, the influence of other classes, the playground, the street, and the home, may after all by mere preponderance of time largely nullify the English teacher's work. While it is true that they cannot under improved conditions nullify it in the same measure that they now do, and that it may be possible to secure high efficiency in spite of them, it is also true that the facts should be ascertained and passed upon. An organized effort to do so has not yet been made, though there have been a few individual experiments. Those in which co-operation was occasional and purely voluntary seem invariably to have failed; and so have those in which the English of other classes was passed on and graded by the English teacher; because in neither have other teachers assumed real responsibility. But in one experiment now in progress in a secondary school, it is made a part of the regular duty of all other teachers to supervise the English of their classes according to specific and simple instructions, whatever the subject may be, and to report grades on English to the English department, to be taken into account in the final English estimate. This experiment promises to be successful; it has been in operation long enough to demonstrate that it produces very apparent good results in English without increasing expense in other departments.

The same school has found an even more marked improvement in results to follow from reducing the total number of students assigned to an English teacher in accordance with the data published by this committee. This number varies from 60 to 50; each teacher averages not more than 17 recitations weekly, and



spends 12 to 15 hours weekly in private conference with pupils and 5 hours in theme-reading. The proportion of oral to written exercises is 5 to 1; written exercises average 300 words a week for each pupil, and delivery of oral exercises requires 10 or 15 minutes a week from each pupil. To introduce the system increased the previous cost of teaching not above 25 per cent, while the number of failures compared with that of neighboring schools in the same period has been reduced one-half. This in general terms is to say that with regard to one single point an increase of not to exceed 25 per cent in expense has led to an increase of 100 per cent in efficiency.<sup>1</sup>

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The National Speech Arts Association will hold its annual convention in Washington, D.C., during the week beginning Monday, June 30, 1913. The program includes recitals by Mrs. Hannibal A. Williams, of Cambridge, N.Y., Henry G. Hawn, of New York City, Emma L. Ostrander, of Forest Glen, Md., Grace E. Makepeace, of Cleveland, Ohio, Mrs. Bertha Eldridge, of Rochester, N.Y., Robert W. Van Kirk, of West Newton, Mass., Margaret Stahl, of Fremont, Ohio, Henry G. Houghton, of Tiffin, Ohio, Nancy Barbee, of Louisville, Ky., and Edith F. Kunz, of New Brighton, N.Y.

The following papers and addresses are announced: "The Alleged Passing of the Orator," Rev. George E. Reed, of Wilmington, Del.; "The Spoken Word in the Drama," Lemuel B. C. Josephs, New York City; "Responsibility and Opportunity," R. E. P. Kline, Chicago; "A New Field of Labor for the Speech Artist," Katherine Eggleston, New York City; "A Lesson from Carlyle," John P. Silvernail, Rochester, N.Y.; "A Plea for Specially Trained Supervisors of Oral English in Public Schools," Laura E. Aldrich, Cincinnati, Ohio; "The Lyric Art," Mrs. Glenna S. Tinnin, Washington, D.C.; "The Spoken Word in the Pulpit," J. Woodman Babbitt, Princeton, N.J.; "The Place of Speech Training in General Education," Frederick B. Robinson, New York City; "The Relation of Expression in the Normal School to Reading in the Grades," Amelia F. Lucas, Milwaukee, Wis.; "Materials for Speech

<sup>1</sup> The school referred to, here named by permission, is the J. Sterling Morton High School of Cicero, Ill., Principal H. V. Church. The following statement regarding its English work is quoted from the letter of a recent visitor: "I never saw the like before in any school. No doubt a similar condition might be found in some high grade private schools, but this is a public high school, in a community largely inhabited by foreigners, a school in which few of the pupils come from wealthy families. . . . It is the system, beyond all question, which has produced the results." In introducing the "system" Mr. Church has had the effective support and approval of all his teachers of other subjects as well as of English. See report in *English Journal* for March, 1913, p. 185.

Training in Public Schools," Charles A. Dawson, Syracuse, N.Y.; "The Common Ground of the English and Dramatic Departments," Jane Herendeen, New York City; "The Psychology of Speech," G. Hudson-Maknew, Philadelphia, Pa.; "Standardization in the Speech Arts Profession," Caroline B. Phelps, Raleigh, N.C.; "How Can We Make Universal the Teaching of the Fundamental Principles of Vocal Expression?" Mary A. Blood, Chicago; "The Relation of Music to Public Speaking," Leonard B. McWhord, Madison, N.J.; "Courses in the Literature of Oratory," C. D. Hardy, Evanston, Ill. The topics of the papers by Edwin D. Shurter, of Austin, Tex., and J. L. Lardner, of Evanston, Ill., are to be supplied.

The Speech Arts Association is a society of long standing and established reputation. It was organized in 1892 and has held conventions in most of the principal cities of the country. Its purposes are both educational and social; the mornings are devoted to discussion, the afternoons to sightseeing and amusements, the evenings to recitals. The officers include Livingston Barbour, of Rutgers College, president, Grace E. Makepeace, Cleveland, Ohio, secretary, Mrs. George Frankel, Portland, Ore., treasurer, and John P. Silvernail, Rochester, N.Y., chairman of the Board of Directors.

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The summer meeting of the National Education Association will be held in Salt Lake City, Utah, July 5-11. Low rates have been granted by the railroads, and side trips are well provided for. Teachers of English will be interested in the programs of the Secondary Department and the English Round Table as well as in that of the National Council, of which one or more sessions will be held. Some of the topics to be discussed are "The Proposed National Syllabus," "A Working Plan of Co-operation in Teaching English," "Developing a Feeling of Responsibility," "The Use of Contemporary Writing."

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The publishing board of the American Library Association has decided to issue the *A.L.A. Book List* from the Chicago office, beginning with September. A corps of readers is in process of organizing, and the value of the publication will be greater, if possible, than heretofore. It is said to be the purchasing guide of thousands of librarians.

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The office of the national Commissioner of Education is rendering an important service to the teachers of the country by publishing monthly,

in addition to numerous special bulletins embodying reports and expert studies, a *Monthly Record of Current Educational Publications*. The *Record* is compiled and annotated by the Library Division, under the direction of John D. Wolcott.

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The *Interstate Schoolman* has been combined with the *Kansas School Magazine*. The latter is one of the best of the general educational periodicals and should be still better under the new arrangement. Edgar F. Riley is editor and J. H. Glotfelter, business manager.

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The bulletins, or leaflets, issued by some of the state associations of English teachers are often worthy of a wider circulation than they receive. The Illinois *Bulletin* for April is devoted to an excellent statement of the "Problems of the High-School Play" by T. H. Guild, of the University of Illinois. The New England *Leaflet* for May presents a very suggestive article on "Creating Responsibility" by Mabel Coolidge, of the Newton High School, Newtonville, Mass.

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## BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

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*Patience, a West Midland Poem of the Fourteenth Century*. Edited with Introduction, Bibliography, Notes, and Glossary by HARTLEY BATESON. New York: Longmans, 1913. Pp. 150. \$1.50.

*The Early Life of George Eliot*. By MARY H. DEAKIN. With an Introductory Note by C. H. HERFORD. New York: Longmans, 1913. Pp. 188. \$2.00.

This and the preceding are Nos. III and IV of the "English Series" issued by the University of Manchester.

*Songs and Ballads of Greater Britain*. Compiled by E. A. HELPS. New York: E. P. DUTTON, 1913. Pp. 360. \$1.50.

The poems in this volume are by authors in Canada, Australia, New Zealand, South Africa, East and West India, Jamaica, and Ceylon. The work presents a great variety of interests but is permeated with the spirit of British imperialism. The author has performed a service in making so many scattered productions easily available.

*How to Write an Essay*. By W. T. WEBB. New York: E. P. Dutton, 1913. Pp. 195. \$0.50.

Intended as a guide for those preparing to take examinations. A brief outline of theory is followed by a series of sample outlines and essays built upon them.